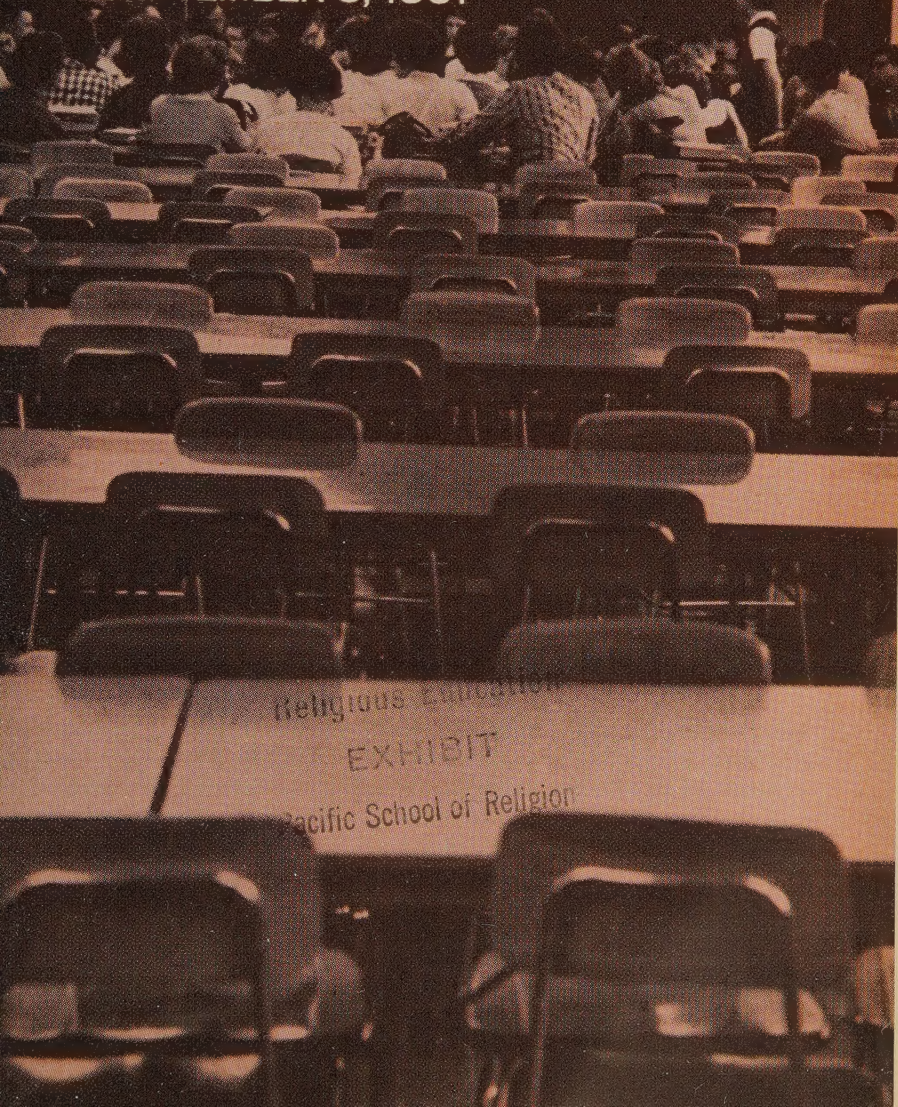


Youth

SEPTEMBER 3, 1961

On being saved
Ready to go study?

Satire: Rancid Camera



QUESTIONS:

YES	NO

1. Have you established a good place to study?
2. Do you have a set routine for each day that includes a time for your assignments?
3. Do you study best when the radio or television is on?
4. Do you like to study at the dinner table or have food around when you are doing your homework?
5. Do you tackle the work in order of importance?

ARE YOU READY?

ANSWERS:

1. Yes—Have an assigned place to study

You should arrange with your family for a place to study. It should be ALL YOURS! No one should disturb your desk. It is not necessary to have a fancy desk. A card table will do very well. Boxes serve as drawers and files. Be sure you have good light, both day and night. Be sure your place of study is free of distractions.

2. Yes—Have a daily disciplined time of study

Decide how long you will need each day for your homework. Then talk it over with your family and decide when it is best for you all. Whatever time you set aside each day, STICK TO IT! Make your daily time of study a habit for you and a time respected by family and friends.

3. No—Keep it quiet

It has definitely been proven that a person does not learn as well with music or noise going on as when it is quiet.

4. No—Don't snack while you study

You study best when you do not divide your attention. Eat during eating time. Study during study time. If you need a break, walk around, get something to eat, and then get back to the books.

5. Do you make a habit of studying with your friends?
7. Can you usually see a reason for the assignment even if you feel you will never use the information?
8. Do you often engage in long telephone conversations during your time for homework?
9. Do you often go to other members of the family for help on your assignments?
9. Do you keep up with assignments as they are given?

O GO STUDY?

5. Yes—First things first

Don't be tempted to do the assignment you like the best or the one easiest for you to do. The most important assignment (because it is due; is your hardest subject, etc.) should be your main task.

6. No—Two heads are not always better than one

Don't kid yourself if you said yes. Unless your friend is acting as a tutor or the assignment calls for studying together, you will do better on your own. The temptation is to depend too much on each other.

7. Yes—See a purpose behind it all

If you don't see a good reason for studying an assignment for a certain course, think seriously about why this course is a part of your curriculum. Try to envision how it fits into the present picture and into your future. You will find it easier to give your time and effort to something that has a purpose, a reason for being. "I won't do this junk. I'll never use it anyhow," is the alibi of a lazy student. The vocation which you're following right now in your life is that of a student. Your wages are paid in the knowledge which you're gaining and in the life perspectives which you're perfecting. And as in any other vocation in life, you gain according to what you put into it. Much of your future life will be dependent on what you put into your studies now.

A STUDY QUIZ by Jane Singer

8. No—Avoid interruptions while studying

Don't let interruptions cut down your efficiency. Ask your family answer the phone for you or cut your own conversations short with truthful explanation. Would a foreman on a job take time out to gossip for a long time?

9. No—What YOU learn is up to YOU

Your family may help on some points, but who's supposed to learn anyway? If your parents do your homework, be sure you give them top grades. Learning how to learn, how to grow, how to think is a big part of education. College administrators say that the biggest problem with most high school graduates have when they enter college is that they do not know how to study. Many freshmen in college do not have the self-discipline of study needed to succeed in college. They either waste valuable time in college learning how to study or fail before the freshman year ends. Learning how to study is YOUR job. Your parents, your friends and your teachers cannot do it for you. And they won't be around later when you're on the college campus, or in the office, or in the factory.

10. Yes—Don't get behind in your studies

Most courses in school are planned step by step. If you miss one assignment, all of the assignments that follow aren't quite what they should be—for you, at least. And once you get behind, it's harder to get caught up again.



SCORING:

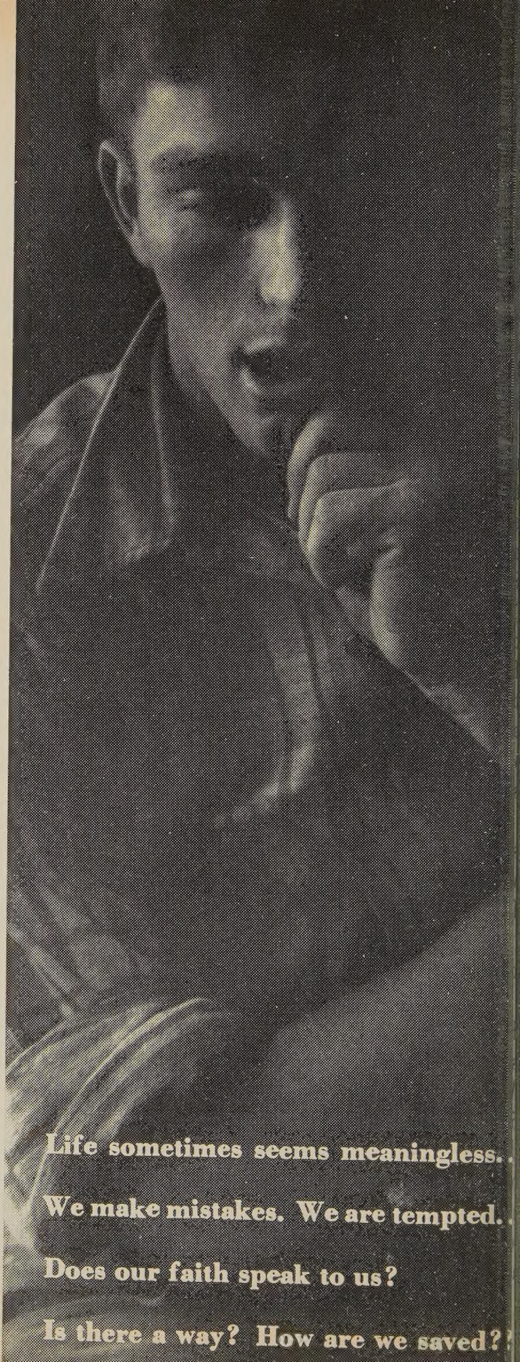
Give yourself ten points for each correct answer.

90 to 100 points: Your study habits are excellent, and you probably enjoy school even though you may not be the head of the class. The habits you are forming will make you a dependable adult who is capable of handling most jobs.

40 to 80 points: Average. Like most of us, your life can be easier if you take some time to make it so. See where you missed on these questions and see if you can't make some changes.

0 to 30 points: Poor. You are missing a lot, and you will regret it later. Yes, we know, you've heard that before, but we HOPE this quiz will help you before you become too lost. And do you know? You wouldn't have read this far unless, down deep, you really wanted to know how to study.

WHAT DOES IT MEAN TO BE SAVED?



Life sometimes seems meaningless.

We make mistakes. We are tempted.

Does our faith speak to us?

Is there a way? How are we saved?

CHRISTIANS of conservative persuasion have the embarrassing habit of asking the question, "Have you been saved?" If they don't ask it of us directly, we see it on the signs they place along the highways. Often the question is accompanied by a quotation from the King James version of the Bible: Peter's words to the rulers of the people, "There is none other name under heaven given among men, whereby we must be saved" (Acts 4:12); or Paul's words to his frightened jailer at Philippi, "Believe on the Lord Jesus Christ, and thou shalt be saved" (Acts 16:31); or a quotation from one of Paul's letters, "By grace are ye saved through faith" (Ephesians 2:8), "If thou shalt confess with thy mouth the Lord Jesus, and shalt believe in thine heart that God hath raised him from the dead, thou shalt be saved" (Romans 10:9).

It is easy to understand how this question creates confusion for those of us who are not accustomed to thinking about our religion in just these terms. It raises questions about our faith. Have we neglected a vital element of biblical Christianity? Why do we not share the same confidence and assurance of "being saved" that our conservative friends enjoy? What does it mean to be saved?

There is no mystery here. The doctor saves the life of his patient. The coast guard saves the crew of the sinking ship. The mother saves her child from falling down the stairs or wandering into the poison ivy. How many times we use the term! We are saved from a dull evening at home by the arrival of friends. We are saved from embarrassing moments by the quick wit of a friend who changes the conversation or turns the attention to something else.

In religious thought, we use the term in the same fashion. The sinner is saved from his sin. The tempted is saved from his temptation. By faith we are saved from aimless, meaningless, purposeless lives. We are saved from the death of sin to newness of life in Jesus Christ.

The questions we must really ask are: "How are we saved?" and "How do I know I have been saved?"

Christian faith finds the answer to the first question by pointing to the Bible. What is the Bible but the record of how God has again and again saved his children? He saved them from the slave pens of Egypt by sending Moses to confront Pharaoh with the demand, "Let my people go" (Exodus 6:1). He saved them by parting the waters of the Red Sea. He saved them in the Wilderness by sending the manna and by going "before them" day in a pillar of cloud to lead them along the way, and by night in a pillar of fire to give them light" (Exodus 13:21). He saved them by sending judges to rally them when they were threatened by enemies without and prophets to call them back to the faith when they were threatened by

decadence working from within.

For Christians the saving work of God focuses in the gift of a Son, Jesus of Nazareth, "a prophet mighty in deed and word before God and all the people" (Luke 24: 19).

Christians have never been of a single mind as to how God in Christ saves His people. They have spoken of Jesus as a "ransom" for many (Mark 10: 45; I Timothy 2: 6; Revelation 5: 9). They have pictured Jesus as "our paschal lamb" whose shed blood saves us, as the Israelites in Egypt were saved by the blood smeared on their doorways (I Corinthians 5: 7; I Peter 1: 19; Revelation 5: 12; Cf. Exodus 12). They have seen Jesus as the One who in his flesh abolished the Law which had become "the dividing wall of hostility" between Jew and Gentile, between man and God, and reconciled both to God (Cf. Ephesians 3: 14). They have declared him a "high priest" who offered the perfect sacrifice and became the mediator of a new covenant (Cf. Hebrews 9: 11ff). Some have seen Jesus as "the pioneer and perfecter of our faith" (Hebrews 12: 2); some as the Great Example whose love and self-sacrifice elicits our own. But all share the conviction that Paul expresses so eloquently in Romans: nothing . . . "will be able to separate us from the love of God in Christ Jesus our Lord" (8: 39).

For a contemporary statement of this faith in the mighty saving acts of God see the "Statement of Faith" adopted by the United Church of Christ in July, 1959. It begins, "We



believe in God." It continues, "to his deeds we testify." And then it recites God's deeds: calling the worlds into being, creating man, seeking in holy love to save all people from aimlessness and sin; judging men and nations; Jesus Christ, coming to us, sharing our common lot, conquering sin and death, reconciling the world to himself; bestowing his Holy Spirit; calling us into his Church; promising forgiveness and grace, courage, his presence in trial, and eternal life in his kingdom.

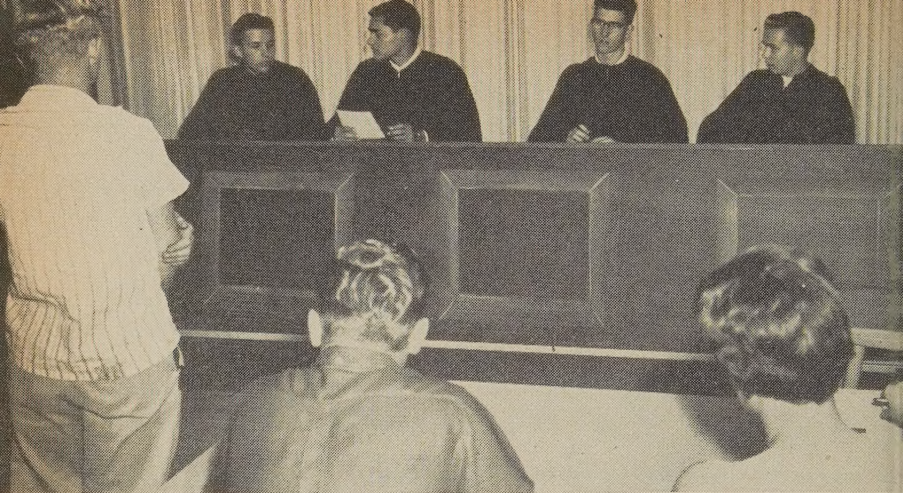
God's saving work, what God has done in Jesus Christ is the report of what has happened in history. It is an objective fact. It is, Christians declare, "the Good News"—the gospel. The appropriation of that Good News, the personal experience of it, is what is meant by "being saved." But this is a subjective experience. Quite naturally it has an individual and personal character.

For some, the experience is primarily emotional. It comes at the climax of a crisis, the conviction of terrible sin, the feeling of "lostness." It follows the sudden realization that, unworthy as I am, Christ died for *me*, that *my* sins are forgiven, that like the prodigal I have been restored to my father's house and love. It is unbelievable yet it is true! "God shows his love for us in that while we were yet sinners Christ died for us." (Romans 5: 8) There is release in this experience. There is new life. There is great joy. The experience of others may be totally different, yet equally valid. They may be able to point to no crisis and no "conversion experience." They may know only a growing understanding of God's mighty acts in history and find in His love, seen in Jesus Christ, assurance in the midst of life's uncertainties. But with understanding comes conviction that "God is in Christ reconciling the world to himself" (II Corinthians 5: 19), as clear and firm as the conviction of those who can point to a time and place where they were "saved".

For all Christians the life and love of Jesus, his teaching, his self-giving is a judgment. In the light of that life we drop all of our stuffy pretenses. Our self-esteem is exposed, and we know ourselves as less righteous than we ought to be and can be. For all Christians, God's love in the gift of his Son (John 3: 16) and that Son's suffering and death—"even death on a cross" (Philippians 2: 8)—for *us*—carries with it the conviction of forgiveness.

Man may do his worst but God does not give him up. God is not defeated. The power of sin is destroyed. "If anyone is in Christ, he is a new creation." (II Corinthians 5: 17) To know God's love and God's forgiveness is to be "a new creation," it is to be freed from all the burden of sin and hopelessness and despair. It is to enter into new life with Christ. This is what it means to be saved.

—HERBERT E. VAN METER



at Azusa, there's order



"RAISE your right hand. Do you solemnly swear . . ." Court is in session. The black-robed judge is dignified and courteous; the student on the stand is slightly nervous and equally courteous. "If you plead guilty to the charge made against you," explains the presiding judge, "this court will sentence you immediately following your arraignment. If you plead 'not guilty,' you will be given a trial at a later date with your choice of counsel. Do you understand?"

The defendant gulps. "Yes, your honor."

A hush settles over the courtroom at Azusa High School, Azusa, Calif., as the judge, a high school junior, reads the charge against his classmate. This is no mock courtroom hearing. If the defendant pleads "not guilty," he will be given a trial very similar to one that takes place every day in a regular federal civil or criminal court. If the verdict is "guilty," the four judges, all members of Azusa High School, will recess and decide upon a suitable sentence. Once the sentence is imposed, it is carried through to the limit. Any violation and the student will be punished for "contempt of court."

That the Azusa High School judiciary system is so similar to that of the federal government is no coincidence. The high school

aking part in an arraignment in
e First Circuit Court (left) are
ur judges, the bailiff, court
enographer, and the defendant.

he students handle disci-
ine problems at this Cali-
nia high school. The Stu-
ent Council makes the rules,
en-age attorneys defend
and prosecute violators, and
udent judges pass sentence
n the guilty.

e court!

udent body has modelled its government—and particularly the
dicial branch—as closely as possibly after the U. S. govern-
ent. As Chief Justice Chris Englund explains it, "We thought
at the carry-over from one to the other would be educational
and very worthwhile."

More than three years ago, in September of 1958, the students
established a Senate and a House of Representatives to legislate
eir laws, an Executive Branch consisting of the President and
s appointed Cabinet to enforce the laws passed by Congress,
d the Judicial Branch, consisting of four District Circuit
ourts, two Superior Courts and the Supreme Court. Last year
e Courts tried over 500 cases—everything from "litterbugging"
d "playing hookey" to more serious charges such as insub-
ordination to a teacher, destruction of property, and theft.

"Azusa High School," said a teacher, "has no more violators
an the next school but it does have an efficient Enforcement
epartment aware of the importance of its job." By handling
ch student violators of the law, the courts release adult coun-
lors and administrators for more constructive work in other
eas, such as vocational and educational planning.

The four Associated Student Body district circuit courts, com-
ising some 20 judges, have original jurisdiction over criminal



*Chris Englund, student Chief Justice
at Azusa, receives Parents' Magazine
award plaque from Charles Terrell,
director of student activities.*



Sometimes the sentence

and civil cases and lie at the base of the judiciary system. They have no appellate jurisdiction—that is, they cannot accept appeals from another court. Their main function is to hold hearings (arraignments). They are really the workhorse of the entire system for the vast majority of cases (about 400) commence and end right here.

The two Superior Courts—along with the Supreme Court—handle all trials. These courts consist of a presiding judge who is a senior and four other judges; one from each class. The judges of the First and Second Superior Courts of Azusa High School are chosen by the Supreme Court for their ability, leadership and impartiality.

At the pinnacle of the courts, with final jurisdiction, is, of course, the revered and powerful Supreme Court. It consists of the Chief Justice, a senior, elected by the student body at the close of the year; and eight associate justices, appointed by the President, with a $\frac{2}{3}$ vote of approval from the Senate. The Chief Justice serves for one year; the eight associate Justices for two years (with good behavior). After their first appointment expires, they may seek permanent tenure.

Most of the cases which the Supreme Court handles are appellate; that is, they are different cases passed on to the Supreme Court from the subordinate courts. Only in rare instances does a case originate here.

The Supreme Court appoints all judges for the other courts. A student cannot be appointed judge of any court unless he maintains a "C" (2.0) grade average or better in all subjects and has the consent of his unit counselor.

For a judge to sit in judgment of any case, arraignment or trial, he must have an open mind and an objective point of view. A judge may direct questions to the prosecuting attorney to clarify fact, not to influence opinion concerning the guilt or innocence of the defendant. All judges are expected not only to abide by all student body laws, but to set an example worthy of any federal court judge.

To the Chief Justice falls the awesome task of ultimately being responsible for the entire judicial system and its reputation. He is responsible to the student body for protecting and upholding

f, even a suspension from school

the Constitution. At the same time he must conduct himself in such a way that the honor and prestige of the Supreme Court is never questioned. The Chief Justice presides over all open and closed sessions of the Supreme Court.

Behind the scene there are many other hard-working students who share in the procedures of law and justice.

When a student pleads "not guilty," the prosecuting and defending attorneys get to work. The prosecuting attorney is chosen by the Secretary of Enforcement; defense counsel by the Secretary of Safety, Health and Welfare. Both must pass written bar examinations. If a defendant feels that he is not receiving the proper legal attention, he may request another defending attorney. Any not fulfilling their duties are subject to the loss of their license.

The Court Clerks, without which no court could function properly, record the sentence handed down by the courts.

"Without proper court procedure," notes Chief Justice Chris, "an arraignment or trial would be nothing but a farce; a target for the jokes and mockery of the students. But with proper court procedure the students respect the courts, what they stand for, and its decisions."

It is evident that the students do respect the court's decisions, for out of every ten cases brought before the courts only one will involve a student who has previously appeared before a Student Body Court. Little violence has resulted from a student officer's arrest or from a sentence passed by a Judge.

The school administration, recognizing the fairness of this system of self-discipline, has fully supported their actions and commendations. Never has an administrator had to reverse a decision of a court nor has the school received requests from parents to have a Court Sentence appealed. The Judicial Department, the recipient last year of an honorable mention achievement award from *Parents' Magazine*, goes to great effort to maintain this record of acceptance among students and adults. The Courts do their very best to be realistic and constructive when imposing sentences. Sometimes the sentence is stiff—even suspension from school. But other times it is no more than a few words of counsel.

youthⁱⁿ the NEWS



Sandra Melkild, 16, and her mother are happy after the Georgia Board of Education voted 8/7 to allow Sandra to transfer from her present school in Atlanta because it is to be racially integrated this fall. The board overruled an Atlanta city school board decision after a heated argument. Sandra's application for transfer stated she wished to "maintain freedom of association."

Increase in delinquency makes 1960 worst crime year

Juvenile delinquency continued to rise in 1960, reaching the worst level yet recorded, according to FBI Director J. Edgar Hoover. He said that juvenile arrests accounted for nearly all of the increase in arrests that made 1960 the worst year for crime in the nation's history. Arrests for those under 18 increased by nine per cent while arrests for those over 18 increased only one per cent. In the last five years, arrests of youth 17 and under have increased 46 per cent, the FBI report

shows. Increases for individual categories of crime among teens have ranged from 28 per cent for auto theft to 106 per cent for buying or receiving stolen property. Arrests amounted to one for every 26 young persons between the ages of 10 and 17. Youthful arrests are three times higher in the city than in rural areas but are increasing just as rapidly in rural areas. Arrests of girls under 18 increased by 14 per cent and the seriousness of offenses against girls also rose proportionately. Arrests of boys increased 8 per cent over last year's report.

Olympic champs support Japanese ICU gym project

Two U. S. Olympic champions are supporting a campaign in this country to raise \$100,000 toward the building and maintenance of a Health and Physical Education Center on the campus of the International Christian University in Tokyo, Japan. They are Carol Heiss Jenkins, world figure-skating champion and 1960 Olympic Gold Medal winner, and Rafer Johnson, the "world's greatest athlete" and 1960 Olympic decathlon winner. The gym project is being sponsored by the Women's Planning Committee of the Japan ICU Foundation, New York City, through which 15 major denominations in North America contribute, including the United Church of Christ. Miss Heiss said: "Athletics offer a great opportunity for respect and friendship among the participants. Athletes from around the world are brought closer together through the physical contact, the appreciation of genuine ability, and the communication which sports provide."

Students told how to avoid crime

Many youth brought to court are unaware they have been violating the law. And so the schools in Westchester County of New York are experimenting with a new program of telling teens what is right and wrong

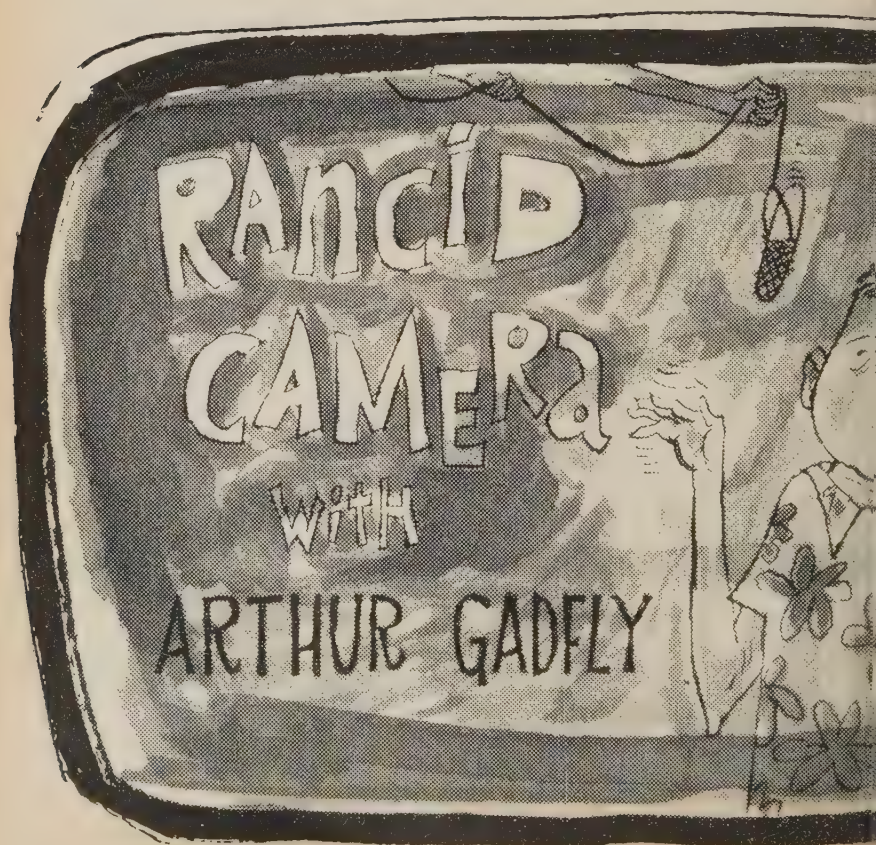
according to the law so that they can avoid criminal adventures which may seem innocent. A booklet, "The Law and You" is distributed to the pupils and a detailed guide is given to teachers.

"In a football game," the booklet says, "the players must know the rules, abide by them or be penalized for violations. So in everyday life, laws make it possible for us all to live together in harmony. If each person had to fight to protect his life, rights and property, this would be a jungle."

Population explosion is our "most terrifying problem"

The population explosion is the "most terrifying problem" facing the world today, German Bishop Hanns Lilje of Hannover told 3,400 teenagers and adult advisers attending a recent international Walther League convention in Moorhead, Minn. Closely related to this problem is world hunger, he told the youth of the Lutheran Church—Missouri Synod. The bishop warned that today's youth cannot escape God, either in outer space or in Marxist philosophy. "The fate of the world is not decided in Moscow, Washington, or Berlin, but before the throne of God," said Bishop Lilje. "Do not be satisfied with an easy superficial emotionalism, but serve the Lord with the intellect," he advised the young people.

*if you want to read another
productions, go ahead
say we didn't want*



Styles'
don't



ARTHUR: Hello again, you wonderful consumers! This is your host, Arthur Gadget, welcoming you to another installment of your favorite show, *Rancid Camera*, where we love to catch people in the act of being absolute fools and then get them to sign a release for us to use their stupidity on this show because the poor suckers are afraid they'll look like poor sports if they don't. Yes, with a format like this, you can bet we'll remain on the hot air waves for a long time to come.

Tonight, however, we are varying our usual sneaky formula. Because some silly Congressmen have currently been investigating some of the more . . . er . . . frivolous programs, we have decided we'd better keep our noses clean by presenting just one show in this series that might be called, if you'll forgive me, educational. But please don't drop us. We promise it won't happen again.

Actually, we're going to let you in on the beginnings of a sure-fire crime series to be introduced on television this season. We hid our microphone and camera in the offices of that top television producer, Stew Pendous. The scene you are about to witness occurred as he planned the new crime series with his top advisors: Eliot Mess, Hugh Dunnit, Siegmund Fraud, and Abe E. Ascorpus. (*fade*)

STEW: . . . So that's the nature of our crisis. This calls for bold positive thinking, men. Our sponsors, the Jake's Flakes people, insist on drop-

ping *Leave It to Chipmunk* because families won't watch family-type show anymore.

ELIOT: The whole format is poison. Why did you ever try a show about this "goody-goody" type kid in the first place, Stew?

STEW: When we threw it together, family comedies seemed to be becoming popular. We just didn't think anyone would *like* it, but we thought the parents would force their kids to watch it because it was supposed to be "wholesome," or something like that.



ABE: But is the show really as unpopular as the Hating Rating indicates? How do we know the sample was ample?

STEW: That doubt is out. The straw vote ain't hay. All mail we receive about the show falls into three categories: sarcastic, more sarcastic, and time bombs.

HUGH: What do the milder ones say?

STEW: One mother writes, "Stop trying to pass this Chippy character

off as a 'typical lovable boy.' In my book this kid's a real drag, always trying to help people and cheer them up. Do you think I'm going to watch him doing that when it just reminds me what a savage pest my own little delinquent is by comparison?"

SIEGMUND: (*nodding*) She has a point, I suppose.

STEW: Another writes, "Some nerve, trying to soft-sell those soft touches of yours by claiming they're a typical American family. I'm reminded more of *our* family when I watch *wrestling*!" And here's one that says "Get wise. You can't make dough no mo' on a show so-o-o slow! Why don't you give us a treat instead of a treatment by having one glad episode in which every square in that namby-pamby fambly meets a violent blood death at the hands of some Chicago gangsters?"

HUGH: But aren't we backtracking, Stew? We already discussed at the last meeting how the public clamors for more realism. Didn't we send out J. C. Puny of the research department to get first-hand material by dogging the daily life of a real private eye?

STEW: I'm still against the whole idea. But let's hear his report. What did you see, J.C.?

J.C.: I have spent weeks shadowing the Effective Detective Agency hoping to see all evil, hear all evil, and write down all evil. But, as far as how biz goes, the place is Dudsville. There's no joy in it. The mighty C. has struck out.

ABE: But what about those piles of papers you've brought back?

J.C.: Oh, I wrote down everything as it happened. But it adds up to wastepaper. This copy would be good only as a sure cure for insomnia.

SIEGMUND: But what you have there is the truth, and the public is demanding raw truth in its entertainment. . . .

J.C.: The truth I came up with is that detectives work for a living like anyone else, and I'm afraid that the raw truth of a dull detective's life could be a bit too much for John Q. Public.

ELIOT: You mean . . . no glamor? No great white ways?

J.C.: Mostly dead ends and blind alleys. It's unbelievable. Not a single case solved in 30 minutes either. These men just keep plodding away without even time out for a commercial.

ABE: Ghastly! The public must be shielded from such cruel facts!

ELIOT: Wasn't there any violence! Any bloodshed? That's the prime ingredient.

J.C.: Just once. Someone was killed in an unexpected gunfight.

HUGH: Splendid! Was it a notorious criminal?

J.C.: No! One of the detectives.

HUGH: (*disappointed*) I don't think we can use that.

STEW: It's time all of you realized what I've repeated here from the beginning. When people say they want realism, they don't *mean* realism! They mean the opposite—escape. People are really afraid of the truth. Now let's think positively. Let's cut out this nonsense and latch onto blood-curdling crime series before we go bankrupt.

ELIOT: According to the treasurer's report, that idea is about a month overdue. Zero Hour in our finance department has already rung in loud and clear. We couldn't even afford the TV rights to *Little Lord Fauntleroy*!

STEW: Let's have bold positive thinking, men. We can still take some property we already own and simply change it to fit the current formula.

SIEGMUND: What's the current formula?

STEW: Look at our competitors' biggest money-maker, that Roaring Twenties show about gangsters who just won't learn that crime doesn't pay. It's called *The Unteachables*.

HUGH: They're scoring with that one all right. It has violence, horror, beautiful babes—a real hit with the kids!

STEW: Now you're whistling my tune. Television is one business where crimes *does* pay. So we just take a tale from the past and we rewrite it to fit current public tastes.

ABE: But Stew, the only rights we own are a fairy tale we took a long shot on back when we thought children's fantasies were the coming thing.

STEW: So what? With positive thinking we can convert any story.

ABE: Well, this one is going to take some working!

STEW: Why? What is it?

ABE: Er . . . *Snow White and the Seven Dwarfs*.

ELIOT: Oh, NO!

HUGH: I suddenly feel ill.

STEW: Bold positive thinking, men! Look at the advantages here. *Snow White* has always had a reputation as clean fun for the whole family. Here's our chance to lure people who don't usually let their children watch crime shows. Think what the combination would do for our rating! Now let's buckle down and work *Snow White* over. It's all we've got!

ELIOT: Well, first we just *have* to set it in the Roaring Twenties.

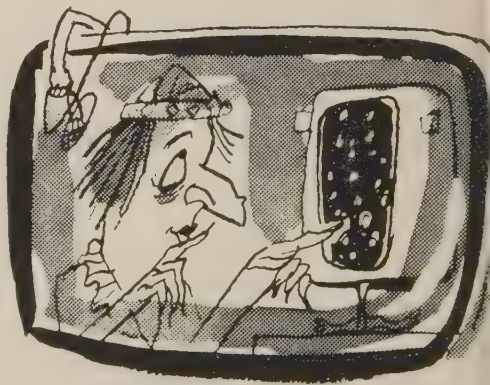
SEIGMUND: But how can we have a wicked queen living in a palace in the Twenties?

ELIOT: Easy. We make her the queen of the underworld, who runs a jazzy spot called the Palace Night Club as a cover-up for an organized racket in which she bumps off her enemies, usually with poisoned apples.

ABE: Crazy! And the seven dwarfs could run their own detective agency in an elaborate layout called "The Cottage."

HUGH: We'll have to do something to Snow White herself, though. The modern mass audience doesn't exactly dig the sweet innocent type.

ELIOT: Simple. Make her a bouncy flapper type who sings jazzy tidbits whenever Queenie isn't making her scrub down the joint. Then when things get too hot for Snowi



ound the Palace, she can grab a cab and lam over to the dwarfs' place here she can hide out while she puts the seven detectives on Queenie's tail.
SIEGMUND: Being small, the dwarfs can disguise themselves as kids and mingle with the juvenile delinquents whenever they want to find out the test.

STEW: I can see it now! The show with something for the whole family!
ELIOT: Wait! What are we going to do about the creepy songs in that show? They've got to go. If we have the dwarfs singing *Whistle While You Work*, people will think they're the squarest. Who's going to take the asphalt jungle seriously if our private eyes whistle while they work?

HUGH: And what idiot is going to sing a cheerful "Hi Ho" on his way to work?

ABE: Maybe we should change that to something like "Lie low, lie low, do a job we go."

HUGH: Yeah. (*taking up the tune*) "We just keep prowling all day long, lie low! Lie low!"

SIEGMUND: And maybe we could work in something like "Don't whistle whilst you work for the cops nearby may lurk."

HUGH: Here's another possibility. Snowie can send some fingerprints out for a lab analysis on the dwarfs' behalf. When she gets tired of waiting for them to be sent back, she can sing, "Someday My Prints Will Come."

STEW: The show's shaping up as a dead ringer! Let's set up the works as soon as possible. Get scriptwriters, actors . . .

ELIOT: If we only had more money to put into this show, we could double its success by hiring the highest paid actor in the TV industry, Arson Wells.

ABE: Arson Wells? What's so good about his acting?

ELIOT: Nothing. His acting is miserable.

ABE: Then why is he so much in demand?

ELIOT: You haven't heard? He has a hole in his head.

ABE: An actor with a hole in his head? That's unusual?

ELIOT: But this is a *real* hole. It's brought him a fortune because it looks like a big bullet hole. Whenever a victim has been shot in a show, they give a close-up of Arson's head. Real audience appeal.

STEW: With our formula this series is bound to click. When that beautiful money rolls in, we can hire Arson for later episodes. Meanwhile just keep them happy with blood, boys. Let's make our show so violent that, if television should last (*shudder*) a thousand years, people will still say, "This was their finest half-hour."

ARTHUR: (*fade in*) This is Arthur Gadget again folks. Since you've seen the early planning stages of this new series, we thought it would be fitting to close this episode of *Rancid Camera* by presenting a short excerpt from

this outstanding television first just as it will be presented at the beginning of this season. The scene is set in the Palace Night Club, where the queen of the gangster underworld starts her day by consulting her secret TV screen (*fade*) in the privacy of her room.

QUEENIE: Now, just a flick of the knob and we'll see (*chuckles*) who my victim for today will be. (*She turns set on*) TV screen, TV screen, in my magic set, who's the biggest stool pigeon that I haven't rubbed out yet? (*pause*) This blamed set is on the blink again. Nothing but snow. What a drag! Well, I guess there's nothing to do but . . . Wait a minute! Snow! Hmm! Do you suppose that could possibly mean . . . that Snowie has been ratting on me? Augh! She's not the type. . . . On the other hand, she knows too much . . . just from having hung around here so long. Before I lower the boom, I'd better sound her out a little. (*She goes into the main part of the club, where Snowie is scrubbing the floor.*)

SNOWIE: Queenie, I'm getting fed up with the way you make me work around here. I don't mind scrubbing the floors every day and I don't even mind using my toothbrush to do it—'cause that means it's right here so I *can* always brush after every meal—but what does bug me is that you expect me to be able to remove all this dirt and grime with *Brand X*!

QUEENIE: The game's up, Snowie.

SNOWIE: It was a snap, Queenie. You had me figured for a dumb blond because I always wore this blonde wig. (*She removes wig.*)

QUEENIE: So that's it! No wonder you'd never even bat an eyelash when I'd pull your hair. I'll get you for this.

SNOWIE: (*running out the front door*) You'll have to catch me first!

QUEENIE: That foolish girl won't get far. I have the entire underworld under my thumb. Where's my number-one gunman? (*calling*) Woody! Woody, the gun!

WOODY: (*enters*) Du-u-uh . . . yeah, Queenie? Who yuh want I should rub out today for yuh?

QUEENIE: Snowie.

WOODY: Check. And yuh want I should hide the body in the wishin' well like the others?

QUEENIE: No, it would be too dangerous to try to bring it back here. She's hiding out somewhere around the city. Just get rid of the body as best you can, but bring me her tongue for evidence.

WOODY: Du-uh, her tongue?

QUEENIE: On second thought, no. She has a pretty ordinary tongue and

you could fool me too easily by picking up a substitute at the meat market. Bring me her head instead. Now hurry!

WOODY: Du-uh, Okay, Queenie. (*He exits.*)

(HAPPY and DOPEY enter.)

QUEENIE: Oh-oh. Here come a couple of those kids that are always hanging around Snowie.

HAPPY: Is Snowie here?

QUEENIE: Beat it, you two. I've told you I don't want Snowie hanging around with punks younger than she is. Say, what are your names anyway?

HAPPY: My name is Happy.

QUEENIE: Strictly for the squares, eh? Well, I don't want anybody with a name like that hanging around here.

HAPPY: And this is Dopey.

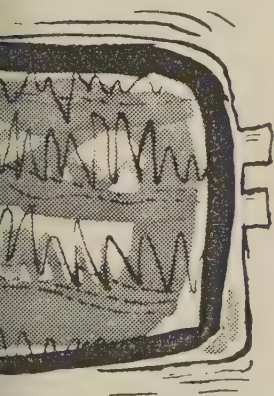
QUEENIE: Oh, a pusher, eh? Well, go find yourselves a rumble elsewhere.

(HAPPY and DOPEY exit.) There's something fishy about those two little punks, especially the one with the beard. He acts sort of . . . (*sudden pause*) THE ONE WITH THE BEARD!! . . . Oh no! Calm down, Queenie. You're starting to imagine things. Yes, I must pull myself together. I'll just rest a moment over here by my artificial wishing well. I'll just calmly gaze into it. What more beautiful sight in the world than all those bodies covered by all that money? I go for that jazz. And now there'll be no more competition from Snowie. (*She sings:*)

I'm wishing
For the gun I love,
Razzamatazz,
To find her
Today,
Doo-wadadoo-wadadoo.
I'm hoping
And I'm dreaming of,
Razzamatazz,
Her head on
A tray,
Doo-wadadoo-wadadoo. (*fade*)

ARTHUR: And so, consumers, you have witnessed the creation of another exciting series designed to impress you further with that profound lesson of all TV shows: Crimes does not pay, even though it is jolly good fun while it lasts.

▼▼▼



ARE you a high school freshman? Are you thinking about college already? Are your grades tops? If so, you might have a chance to be a member of the first freshman class at a new college opening up in 1964. Its name? New College! Its location? Sarasota, Florida.

New College is aiming high. Its goal is excellence and quality. Its leaders intend for it to be a "prestige college," not in a class or monetary sense but "in the quality of its faculty and the quality of its student body." It will offer a complete liberal arts and science program. Although during the first five years the enrollment will be limited to 1200 students, it will gradually be increased to 2400 students.

One of the men who will give leadership in this venture is New College's first president, Dr. George F. Baughman, formerly vice-president for business affairs and treasurer of New York City University and an active Congregational layman.

Dr. Baughman predicts that the college will "provide a liberal education of the highest quality" in an "intimate community of learning that enjoys complete academic freedom." The curriculum will emphasize science, humanities, the arts and social science, with a complete absence of "traditional school courses, leisure-time passers and the multitude of non-academic subjects that clutter up college catalogues today," he said.

By starting from scratch, New College can develop a curriculum to meet the intellectual needs of the latter part of the 20th century, "ruthlessly eliminating the outgrown hangovers from the 19th century that are slowing down American education today."

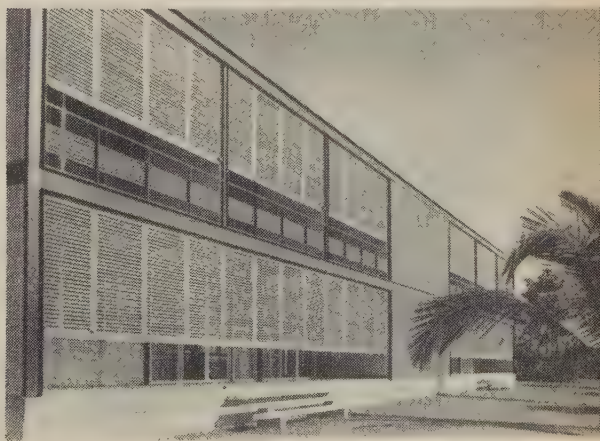
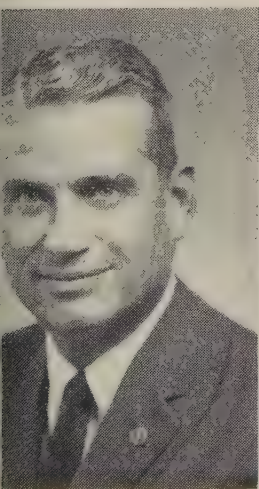
New College will concentrate on giving close individual attention to students "carefully chosen for their interest in education, not athletics. But one firm principle we will follow is to train bodies as well as minds. Americans need fit bodies and we expect to keep our students fit through intra-mural athletics," Dr. Baughman said.

NEW COLLEGE

*A new "prestige college" in Florida
will open its doors in 1964 to top
students of all races and creed.*



Site selected for New College is on Sarasota Bay. At the head of this campus area is the Charles Ringling mansion, which planners expect to adapt either as a student union or as administrative offices. At the far left is the Ringling Museum of Art, housing America's foremost collection of Baroque paintings, plus other valuable cultural facilities. Dr. George F. Baughman (below left) became president of New College on September 1, when his family occupied the modernistic home (below), donated, owned, and designed by Architect-Educator-Explorer Philip H. Hiss.



"There should be joy in learning, but that is not to say that learning should be painless"

Present plans call for the use of "proven teaching aids and equipment and for the introduction of tutorial methods "that parallel the Oxford system in the relationship between professor and student." (New College derives its name from New College in Oxford, England.)

New College will be the first privately endowed and controlled liberal arts college to be established in the Southeast section of the United States in this 20th century. And cooperating with the board of trustees in the founding of New College is the Board of Home Missions of the Congregational Christian Churches.

Starting with Harvard in 1636 and Yale in 1701, U. S. Congregationalists have fathered some of the nation's top colleges, including Amherst, Dartmouth, Fisk, Howard, Oberlin, Smith, Wellesley, and Williams, plus well-known schools overseas. Although New College will be church-related and conducted in a manner expressive of Christian principles, it will be free of church control, as is true of many church-related colleges.

"Church control of institutions of higher learning nearly always results in inferior education," says Dr. Howard Spragg, BHM treasurer and trustee of New College. A theological "code" on working relations with New College says: (1) All valid truth has its source in God, therefore the college shall be free to pursue the truth down every channel it wishes. (2) No creedal formulation of truth can be considered ultimate or final, therefore the college cannot insist on any particular creedal position in the selection of faculty or students. (3) The concept of community is integral to the Christian faith, therefore the college must be a community of scholars in communication with each other. The college is not just tolerant of all faiths; it expects proponents of various beliefs to be mutually respectful and willing to open their faith to the community. (4) Scholarship is a vocation in the Christian view, a personal calling of God, therefore competence, sincerity and professional excellence are expressive of the Christian faith. No sentimental piety can substitute for intellectual competence.

New College has an option on 60 waterfront acres near booming Sarasota, including its first building—the pink marble mansion of Circusmaster Charles Ringling. Using this as a nucleus, the trustees plan an eventual 200-acre campus, designed by top U. S. architects. And among those architects is Philip H. Hiss, chairman of New College's board of trustees.

Widely known as a designer and builder of Florida homes, Philip Hiss is also credited with redesigning the Sarasota public school system. As

member of the city school board since 1953 and its chairman from 1957 to 1961, he supervised the remodeling and building of its schools in contemporary style making Sarasota one of the best-designed school systems in the United States. Mr. Hiss has donated his own modernistic, prize-winning home for President Baughman.

Mr. Hiss complimented the trustees on a policy, already established, of insuring "complete freedom of inquiry" in New College.

"We will have no synthetic texts, no canned patriotism forced on our students," he continued. "That is the foot-in-the-door to suppression of free inquiry. It is the path to self-hypnosis and delusion. We intend to see that the path to truth is unobstructed. We will teach students to think critically for themselves. That is the only sure road to greatness, in fact, our only assurance of survival.

"There should be joy in learning, but that is not to say that learning should be painless. The joy is in the excitement of discovery, in breasting the highest peak that individual ingenuity and stamina can achieve. Any psychiatrist will tell you that it is the children who do not have to stretch their minds and bodies who suffer the most frustrations and mental ills. Struggle is a condition of nature; without it life becomes unsupportable, but there must be rewards and goals must be attainable.

"Our schools and colleges will have to once more stress individualism, which is the root of democracy. And this New College will do. . . . Excellence in instruction and responsibility of the individual students are the basis of education for freedom. Only the responsible, mature person can be an educated person; only he who is dedicated to pursue truth to its very source can consider himself a free man.

"Only if we really pursue those things which we profess to believe, only if we truly comprehend the underlying strengths of democratic ideals, only if we are willing to practice democracy and the responsibility it demands as well as pay lip service to it, only then we can put aside our fears and be free both within and without."

Commenting on the role of higher education in the United States, Dr. Baughman said that survival "in this time of cold war and inhuman theories of how humans should treat each other" will require that colleges "out-educate, out-research and out-develop both our opponents and the sterile cultural-civic type developments that characterize so many of our own communities. . . . America's greatness still lies in the future. I am a great believer in the private enterprise system that private higher education exemplified. It is a great privilege and opportunity to have a part in the founding of a new private institution that will be a part of America's free enterprise future."



A word to other teens

We are now officially the United Church of Christ, but if the truth be known, we have been working together as a united church for over three years. We have finally succeeded in bringing together two million people, representing 6,413 congregations and approximately 3.4% of all Protestants in our country. In these three years the churches have learned to work together and have gained unity. Yet, how many of us really know how the other YF's and PF's operate? In the majority of

Young Pillars . . .



Copyright 1961. Gospel Trumpet Co.

"I can understand your wanting to be a medical missionary, but how can you love mankind so much, and still not like ME enough to go roller skating next Friday?"

touch & go

cases we don't even know the teens who make up other youth groups.

It is my sincere opinion that when churches unite, their youth groups also should unite, not only in name but in spirit, common causes and enthusiasm. Since these same youth will, in the next few years, dominate the church, how can the merger really be effective if we teens disregard the other youth groups? I know that now the merger is finally some progress in this field will be made, but don't forget that the time to start the progress is right now. Tomorrow is too late. Take the initiative and plan a joint picnic rally. Above all, don't be afraid to start.

To those of you who have already started the ball rolling, keep it up. To all of you, good luck in this new merger, and soon we youth can really bear the name, *United Church of Christ*.

—Lynne Krehbiel
Dayton, Ohio

More on stamps, please!

Some months back (in the February 19 issue of *YOUTH* magazine) there was an article about the Swiss stamp. I am a stamp collector and I would like to see more articles like that.

—Lynda Shoupe
Dover, Del.

may we quote you?

The barber looked at the young man's sleek hair and asked if he wanted it cut or just the oil changed.—*Walter Winchell*

Conceit is God's gift to little men.—*Bruce Barton*

We are spending more on greeting cards than on medical research. We are spending more on jewelry than on basic research. We are spending three times as much on chewing gum as we are on educational scholarships. We are in danger of becoming a nation of happiness seekers building a 'fun culture.'
—*Vance Packard*

Independence and self-government are only the means. The end is higher standard of living, pride in ourselves, and rediscovery of lost dignity.—*Tom Mboya*

If any man seeks for greatness, let him forget greatness and ask for truth, and he will find both.
—*Horace Mann*

If there were no wild boys, there would be no great men.
—*Frank O'Connor*

Science is what you know, philosophy is what you don't know.
—*Bertrand Russell*

The test of courage comes when we are in the minority; the test of tolerance comes when we are in the majority.

—*Ralph W. Sockman*

High heels were invented by a woman who had been kissed on the forehead.

COVER



STORY

Again it's school! How cruel! No more drool at the pool over ghouls, real cool! Time for renewal! So sharpen that tool inside your Yul! Learn the rule! Avoid the fool—the dunce's stool! Fight the good duel! Work like a mule. And you'll be a jewel.

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"Half Pint" Hedricks was one of the short candidates for Mr. America. Using a hidden record, he pretended to do opera.

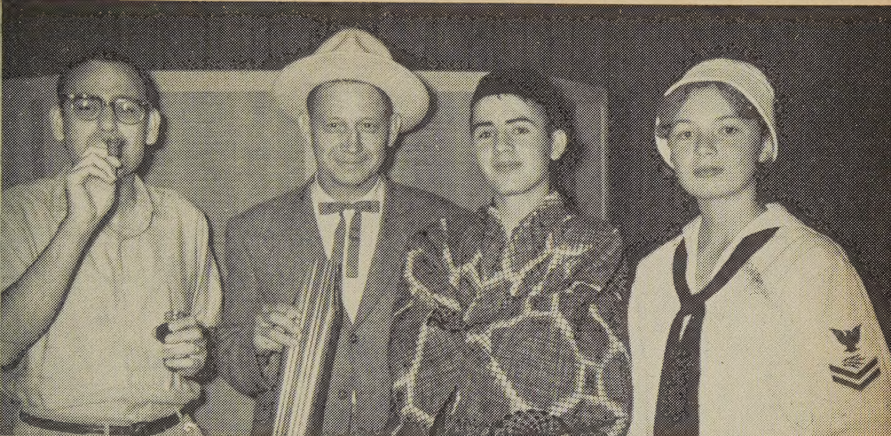
Our



THE whole church is still laughing. Everyone had fun. Inspired by the national Miss America contest, the youth fellowship at Heidelberg United Church of Christ, Thomasville, N. C. decided to select a "Mr. America." Eight men of the church were picked as candidates. We had a talent show (our minister) and a panel of judges. On the night of the contest the judges came dressed in costumes of the "Roaring Twenties." Their antics kept everyone roaring—sneaking a peak into a pocket mirror, filing a finger nail, taking obvious notice of a contestant. But the candidates stole the show. By pantomiming on stage to a hidden tape recorder, candidates showed unusual talent. "Goat" Grimes made beautiful music with a down spout (sure sounded like a trumpet), "Twinkle Toes" Hinkle played a toy piano with his toes (ruined a lovely piano recording), and "Hound Dog" Howard in "cat" clothes rocked and rolled (didn't improve on Elvis any). As the judges went out the contestants tried to bribe them with candy and paper money. The winner—"Hound Dog"—was crowned by the girls from the youth fellowship.

—Helen Bell,
Thomasville, N. C.

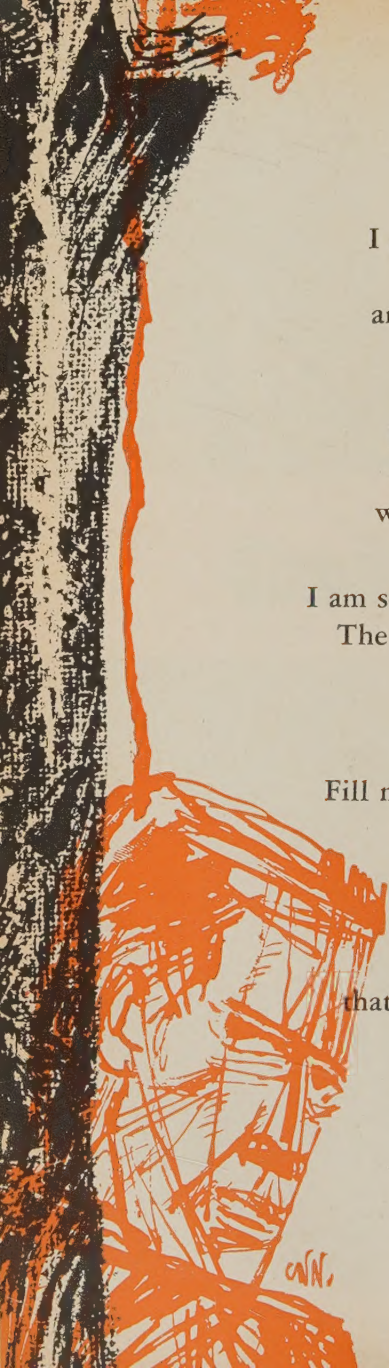
As evidence of his talent, "Bootlegger" Bryson served the judges some of his "home brew" (really a soft drink).



Mr. America



ictured at top of page are "Bubbles" Burroughs, "Goat" Grimes, "Willie
ong" (from Hong Kong), and Vicki Harrington, who did a pantomime.
Pictured below is the entire cast, including the judges. It was all in fun.



I am scared by the story of the young man
who met the Christ himself
and yet turned his back and walked away

His "riches" were too much for him
He closed his eyes to the needs of others
and shut out the Master
who could have given him true greatness

I am scared because my eyes want to close, too
The one who turned his back lives very near
while He seems far away

Lord of Life
Fill my conscience full of Thy Spirit of Love
Occupy my mind. Subdue my selfishness

Grant me, Dear God
the strength to face with firmness
my brother and my Master
that what I am and have will serve Thy will
and all my walking will be on the path
of His divine steps

Amen.